



ST MARY'S CATHOLIC SCHOOL, PUTARURU

DEPUTY PRINCIPAL JOB DESCRIPTION

Position Title: Deputy Principal

School: St Mary's Catholic School, Putaruru

Units: 3 Management Units

Responsible to: Principal

Key Relationships: Principal, Senior Leadership Team, Staff, Students, Parents & Caregivers, Board of Trustees, Parish & Community

Position Purpose

The Deputy Principal works as a key member of the Senior Leadership Team to uphold and model the Catholic Special Character and Marist values of St Mary's Catholic School. This role combines high-level executive and managerial leadership with instructional guidance, driving continuous school-wide improvement grounded in the Science of Learning, High Impact Teaching Practices (HITP), evidence-informed coaching, and clear engagement norms.

1. Executive & Strategic Leadership

- **Acting Principalship:** Assume full management of the school in the absence of the Principal (for short-term periods unless otherwise approved by the Board of Trustees).
- **Representation:** Represent the Principal and school leadership at school, parish, and community events or meetings when required.
- **Special Character & Tone:** Lead by example to preserve, promote, and integrate the Catholic Special Character, Gospel values, and Marist tradition across all aspects of school life, staff interactions, and pastoral care.
- **Strategic Alignment:** Support the Principal and Board of Trustees in operationalizing the school charter, strategic goals, and Ministry of Education priorities.

2. Pedagogical Leadership: Science of Learning & High Impact Teaching Practices

- **Professional Learning Leadership:** Design, lead, and facilitate evidence-aligned professional learning programs focused on the Science of Learning (cognitive load theory, retrieval practice, explicit teaching) and High Impact Teaching Practices (HITP).
- **Curriculum Refresh & Alignment:** Lead school-wide curriculum design and review to ensure alignment with updated Ministry of Education national curriculum standards, structured approaches to literacy and numeracy, and cognitive science principles.
- **Engagement Norms & Classroom Culture:** Establish, model, and embed clear, school-wide student engagement norms (e.g., active participation strategies, checks for understanding, structured routines) that foster safe, high-expectation, and focused learning environments.
- **Data Aggregation & Monitoring:** Lead the aggregation, analysis, and monitoring of school-wide literacy, numeracy, and overall achievement data—specifically identifying and tracking 'at risk' target groups to inform targeted interventions and report outcomes to the Principal and Board.

3. Instructional Coaching & Teacher Professional Growth

- **Coaching Framework Implementation:** Establish and Lead a structured, non-evaluative instructional coaching framework that supports continuous teacher growth, reflective practice and pedagogical refinement.
- **Observation & Feedback Cycles:** Conduct regular classroom observations, pre/post-observation conferences, and targeted feedback sessions centred on HITP, explicit instruction and classroom engagement norms.
- **Coaching Professional Learning:** Facilitate ongoing professional development for leaders and peer mentors on effective coaching methodologies (e.g. video analysis, micro-teaching, incremental goal setting).
- **Mentoring & Support:** Guide and mentor syndicate leaders, early-career teachers, and staff members to ensure consistent implementation of school-wide teaching and learning expectations.

4. Operational & Syndicate Management

- **Syndicate Leadership:** Provide direct management and leadership for the Senior Syndicate, overseeing planning, verification of documentation, assessment systems, and reporting cycles.
- **Pastoral Care & Relationship Management:** Lead relationship management and discipline processes across the school, using positive, restorative practices grounded in Special Character to maintain a safe and inclusive environment.
- **Student Leadership:** Support the Principal in developing and monitoring student leadership opportunities and pastoral care initiatives.
- **Attendance & Compliance:** Monitor school-wide attendance, check registers regularly, and ensure robust tracking and reporting systems are maintained.

5. Professional Dimensions & Classroom Practice

Domain	Key Responsibilities
Professional Knowledge	• Maintain up-to-date knowledge of curriculum developments, RE curriculum, Te Tiriti o Waitangi principles, and current Science of Learning research.
Administration	• CRT Organisation, Duty Rosters, Administration for Google Workspace and anything else that is required
Teaching & Learning	• Model high-quality classroom teaching, incorporating explicit instruction, checks for understanding, and co-constructed success criteria.

Classroom Management	• Maintain a safe, structured physical and relational environment based on high expectations, mutual respect, and Marist values. M.A.R.Y – Marist, Attitude, Respect, Yes
Communication & Community	• Communicate warmly and effectively with staff, students, whānau, and the wider parish community. • Actively participate in school prayer, liturgy, and parish extra-curricular activities.

Teacher Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____